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ABSTRACT

This document, which is intended for adult educators in Victoria, Australia, outlines a conceptual framework for a further education (FE) curriculum based on the principle of transformative learning. First, FE is defined as "general education for adults that gives priority to foundations, preparedness, and pathways," and curricula is described as intuitive, documented, and accredited. Discussed next are the four key principles that constitute the conceptual framework for FE, which are as follows: multiplicity, connectedness, critical intelligence, and transformation. The following four curriculum aspects addressed in the proposed framework are explained: (1) educational practices (assessment, teaching practice and methodology, modes of delivery, evaluation); (2) learning outcomes (subject knowledge; learning to learn; and literacy, language, and/or numeracy); (3) formal and informal recognition outcomes; and (4) pathway outcomes (actions enabling adults to transform their lives and communities). Presented next is an example illustrating how FE teachers can use the framework to plan a new course, expand upon and improve an existing unit of work, and evaluate a course's strengths and weaknesses. Concluding the document is a final example that shows how the four curriculum principles and four curriculum aspects can be used to document an already-existing FE curriculum. (MN)

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ARIS Information Sheet
May 2000

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Transforming Lives, Transforming Communities:
A conceptual framework for further education

"Transforming Lives, Transforming Communities outlines a design for the future of further education curriculum in Victoria. As a conceptual framework, this document concentrates on concepts and ideas and on naming what goals, principles and design aspects matter most in further education curriculum." (Transforming Lives Transforming Cummunities, p. 6)

The document *Transforming Lives, Transforming Communities: A conceptual framework for further education* outlines a conceptual framework for further education curriculum. This framework has been accepted by the Adult, Community and Further Education Board.

What is further education?

". . . further education means general education for adults that gives priority to foundations, preparedness and pathways. At present, such courses focus on foundational education, readiness for work and/or return to study". (Transforming Lives Transforming Communities, p. 15)

In the Victorian State Training System, further education is the term used for courses that are not specific to a particular occupation. Further education courses also allow learners to gain the foundation skills, knowledge and understanding to go on to other courses and to take part in new and different community activities. Examples of further education courses are adult literacy, English as a second language, return to study courses and work preparation.

What is curriculum?

The conceptual framework is for further education **curriculum**.

Curriculum is all that goes into the work of teaching and learning.

It can be:

- **Intuitive**
  what we do in the classroom in keeping to and diverging from the lesson 'plan' according to the needs, interests and aspirations of the students and teachers.
- **Documented or 'written down'**
  notes formally or informally written that we write about what we intend to do or what we have done in the classroom. This may be for personal use as well as for other teachers or managers.
- **Accredited**
  curriculum that is written down and formally accredited or given approval by a governing body. All accredited further education curriculum should use the conceptual framework for further education as a basis.

Components and basis of the framework

Four principles and **four aspects** form the basis of the conceptual framework for further education.

The principles

The four key principles in the framework are:

- multiplicity
- connectedness
- critical intelligence
- transformation.

Multiplicity

Multiplicity encompasses complexity, difference and diversity. It recognises that our society is complex and paradoxical. In education multiplicity recognises a range of differences:

- differences in learning and teaching styles
- the different and multiple roles of learners and teachers
- different ways of communicating
- different and multiple resources, different delivery modes and techniques
- different and multiple achievements and pathways.

Connectedness

Connectedness is about making connections and seeing patterns, eg. between the personal and the political, concepts and actions, theory and practice. It's about how we make connections between:

- the different roles we have
- what we feel and what we think
- different views
- what we learn in a class and outside experience
- all the different activities in a class.

Critical Intelligence

"Critical intelligence is about the never ending construction, deconstruction and reconstruction of knowledge" (p. 24).

Critical intelligence is about making informed decisions by asking informed questions and weighing up the choices. It relates to all forms of intelligence: emotional, intuitive, intrapersonal, interpersonal, spatial, symbolic, physical, factual, analytical and linguistic. The fundamental skills of critical intelligence are learning to learn, to question and to analyse.

Transformation

Transformation is about learners becoming increasingly active, first in the learning context and then beyond it. It's about developing the confidence to act effectively.

ARIS Information sheets are produced by ARIS, the Adult Education Resource and Information Service, Language Australia. All resources and readings listed are held by ARIS and are recorded on our databases. ARIS databases can be accessed on-line through the ARIS homepage: http://sunsite.anu.edu.au/language-australia/aris

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The principles together

The principles don't exist in isolation from each other. They exist together and within each other.

"In practice, each principle co-exists, to a greater or lesser degree, within each of the other three all of the time. Any one principle is always inhabited by the others, all constantly energising and refiguring each other in new and dynamic ways" (Transforming Lives, Transforming Communities p. 24)

The four aspects

The four curriculum aspects in the framework are:

- Educational Practices
- Learning Outcomes
- Recognition Outcomes
- Pathway Outcomes.

Educational Practices

This is more than the teaching of students and what goes on in the classroom. It covers all the aspects that enable learning to take place;

- assessment
- teaching practice and methodology
- modes of delivery
- evaluation.

Learning Outcomes

Learning Outcomes are what the students should know at the end of a course. In further education courses, Learning Outcomes should amalgamate three areas or strands: subject content, literacy, language and/or numeracy and learning-to-learn. These three strands are the ingredients for effective and rich learning and acknowledge the importance of skill development, knowledge, understanding, conceptual and linguistic development and critical analysis and reflection.

The three strands:

- **Subject knowledge** and capacities are learned as part of the subject.
- **Learning-to-learn** is about becoming aware of how you learn and using this knowledge to develop learning strategies that can be used in a range of contexts. It includes learning how to:
  - be a student in an organisation, attend class regularly, speak to the teacher and other students
  - use dictionaries, the library and the internet
  - seek teacher or expert assistance (and when to seek it)
  - work in a group and reflect on one's role in a group
  - learn from past experiences
  - manage time and juggle roles
  - identify and manage anxiety and stress associated with learning.
- **Literacy, language and/or numeracy** particular to the subject. Teachers and others 'know' the language of the subject. They need to initiate the student into this discourse.

Recognition Outcomes

Although formal recognition for undertaking or completing a course is important for learners, there are a number of ways that recognition can be given for learners' achievements, skill and knowledge development. The conceptual framework for further education acknowledges that Recognition Outcomes can be formal or informal. Formal recognition may be a certificate or other documentation. Informal recognition may include endorsed student portfolios, having a letter published in the local paper, having a text published in the learning centre newsletter, or a piece of art work displayed at a local or centre exhibition.

Pathway Outcomes

In adult education we have always recognised that "... *effective Pathways Outcomes is about enabling learners to be successful in the next step they take in their chosen pathway." (Transforming Lives, Transforming Communities p. 41).* This includes the range of destinations that student move to after their learning achievements. This may be to further study, participating more actively in the local community, joining a neighbourhood group or acting as a mentor in a community. It may also be pursuing paid or unpaid work.

How do the principles and aspects work together?

"Each aspect embodies multiplicity, connectedness, critical intelligence and transformation." (Transforming Lives, Transforming Communities, p. 28)

The principles are woven through all the aspects. The connection between the aspects and the principles has been described as a weaving of coloured wool with the four strands of the principles weaving through all the four aspects. Each principle is in each of the four aspects and all the aspects make up a complex educational texture.

How to access these resources

ARIS, Language Australia houses a specialist collection of resources and journal articles on adult literacy, language and numeracy. All resources and readings listed in this sheet are held in the ARIS collection.

You can access the resources by visiting ARIS, Language Australia at:

Level 2,	Postal address:
255 William Street,	GPO Box 372F,
Melbourne 3000.	Melbourne Vic 3001.
Phone: 03 9926 4779	or
Fax: 03 9926 4780	Email: aris@la.ames.vic.edu.au

Internet: http://sunsite.anu.edu.au/language-australia/aris

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Using the conceptual framework for further education

You can use the conceptual framework in your teaching and planning and in documenting curriculum.

Using the conceptual framework for further education in your teaching and planning

The framework can be used by teachers to:

- plan a new course
- expand upon and improve an existing unit of work
- evaluate the strengths and weaknesses of a course.

Kathy has just got a job to teach a curriculum relating to health issues to mature aged women. The women are from a range of backgrounds and include those from language backgrounds other than English. Before she went for the job she used the framework to sketch out a curriculum.

This is what she did.

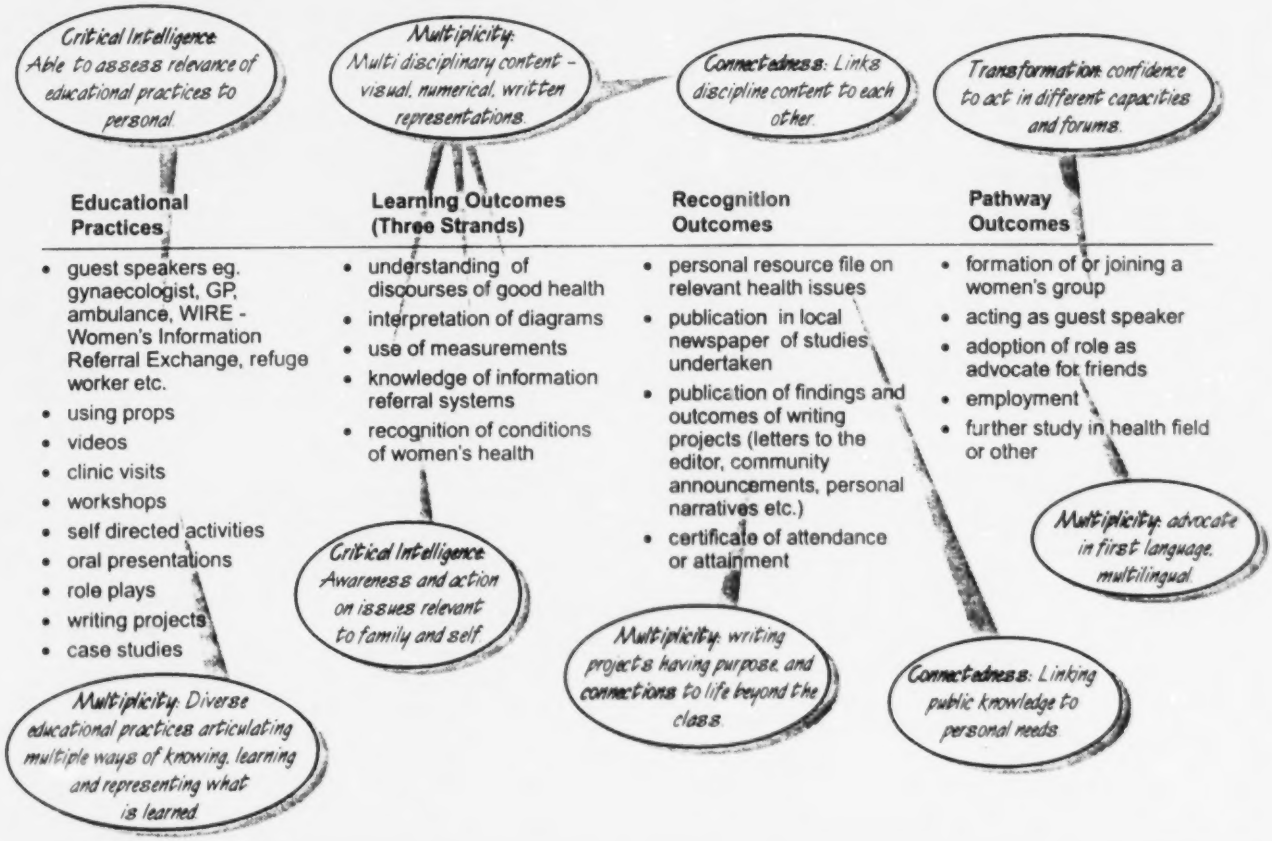
Once she got the job she then 'fine tuned' the learning outcomes to develop the three strands of the learning outcomes.

Learning Outcomes (Three Strands)

- knowledge of women's health issues/cycles/conditions (content)
- understanding of the discourses of good health (L,L & N)[1]
- understanding of medical terms (L,L & N, content)
- interpretation of diagrams (L,L & N)
- use of measurements (L, L & N)
- knowledge of information referral systems and how to use them (content & L to L)[2]
- increased confidence in self advocacy (L to L) (added)
- development of personal health action plan (L to L) (added)
- ability to communicate effectively with health professionals (L, L & N) (added)

1 L, L & N refers to literacy, language and numeracy

2 L to L refers to learning to learn


Critical Intelligence: Able to assess relevance of educational practices to personal
Multiplicity: Multi disciplinary content - visual, numerical, written representations
Connectedness: Links discipline content to each other
Transformation: confidence to act in different capacities and forums
Educational Practices
Learning Outcomes (Three Strands)
Recognition Outcomes
Pathway Outcomes
guest speakers eg. gynaecologist, GP, ambulance, WIRE - Women's Information Referral Exchange, refuge worker etc.
using props
videos
clinic visits
workshops
self directed activities
oral presentations
role plays
writing projects
case studies
understanding of discourses of good health
interpretation of diagrams
use of measurements
knowledge of information referral systems
recognition of conditions of women's health
personal resource file on relevant health issues
publication in local newspaper of studies undertaken
publication of findings and outcomes of writing projects (letters to the editor, community announcements, personal narratives etc.)
certificate of attendance or attainment
formation of or joining a women's group
acting as guest speaker
adoption of role as advocate for friends
employment
further study in health field or other
Multiplicity: Diverse educational practices articulating multiple ways of knowing, learning and representing what is learned
Critical Intelligence: Awareness and action on issues relevant to family and self
Multiplicity: writing projects having purpose and connections to life beyond the class
Connectedness: Linking public knowledge to personal needs
Multiplicity: advocate in first language, multilingual

References

Bradshaw, Delia. *Transforming Lives, Transforming Communities: A conceptual framework for further education*, Adult, Community and Further Education Board, Victoria, Melbourne, 1999.

Brack, Clara. Bradshaw, Delia. Hagston, Jan. Hickson, Merilyn and Hodge, Robyn. *The Curriculum Guide: The conceptual framework for further education*, Adult, Community and Further Education Board, Victoria, Melbourne, 2000.

Information for this sheet was drawn from *The Curriculum Guide: The conceptual framework for further education.*

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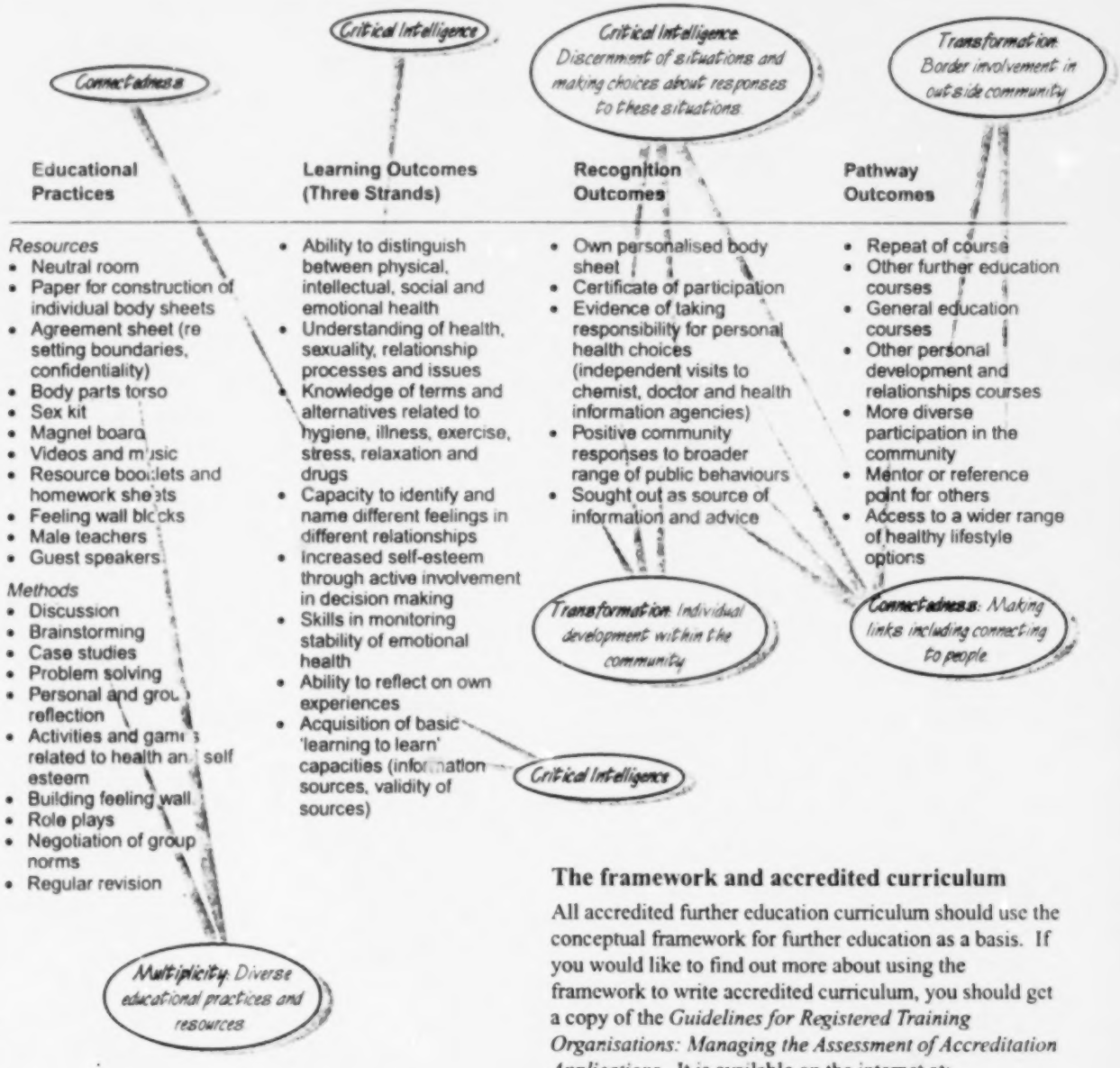
Using the conceptual framework for further education to document curriculum

You can also use the framework to help you document already existing curriculum. Writing down what happens in the course allows you to think about what you are doing and why. It also helps highlight gaps, suggests new connections, encourages a broader view and allows you to consider the rationale for a course, or parts of it.

Tim Ford is a teacher at Bendigo Community Preparation Program. Tim documented the curriculum on Men's Health that he had been teaching for a few years.

"This documentation process, where a number of people take a course or session and analyse it with reference to the framework has enlightened me regarding the sophistication or depth of what is considered as a simple, basic course. Most of the background notes, philosophy, direction, components etc were floating around in a virtual state inside of me. Getting them out was a revelation and an important step in the development of my course. By 'pulling to bits', I can visualise the connectedness and reflect on the course's strengths and weaknesses with the incredibly valuable feedback of others. I can then manipulate these 'bits' in a more directed manner that greatly enhances the course delivery and outcomes. The documentation process also helps put it into the perspective of life, education and vocational training, enabling a clearer pathway to a person's lifelong learning."

This is how Tim documented the curriculum.


Critical Intelligence
Connectedness
Critical Intelligence: Discernment of situations and making choices about responses to these situations
Transformation: Border involvement in outside community
Educational Practices
Learning Outcomes (Three Strands)
Recognition Outcomes
Pathway Outcomes
Resources
Neutral room
Paper for construction of individual body sheets
Agreement sheet (re setting boundaries, confidentiality)
Body parts torso
Sex kit
Magnet board
Videos and music
Resource booklets and homework sheets
Feeling wall blocks
Male teachers
Guest speakers
Methods
Discussion
Brainstorming
Case studies
Problem solving
Personal and group reflection
Activities and games related to health and self esteem
Building feeling wall
Role plays
Negotiation of group norms
Regular revision
Ability to distinguish between physical, intellectual, social and emotional health
Understanding of health, sexuality, relationship processes and issues
Knowledge of terms and alternatives related to hygiene, illness, exercise, stress, relaxation and drugs
Capacity to identify and name different feelings in different relationships
Increased self-esteem through active involvement in decision making
Skills in monitoring stability of emotional health
Ability to reflect on own experiences
Acquisition of basic 'learning to learn' capacities (information sources, validity of sources)
Own personalised body sheet
Certificate of participation
Evidence of taking responsibility for personal health choices (independent visits to chemist, doctor and health information agencies)
Positive community responses to broader range of public behaviours
Sought out as source of information and advice
Repeat of course
Other further education courses
General education courses
Other personal development and relationships courses
More diverse participation in the community
Mentor or reference point for others
Access to a wider range of healthy lifestyle options
Transformation: Individual development within the community
Connectedness: Making links including connecting to people
Critical Intelligence
Multiplicity: Diverse educational practices and resources

The framework and accredited curriculum

All accredited further education curriculum should use the conceptual framework for further education as a basis. If you would like to find out more about using the framework to write accredited curriculum, you should get a copy of the *Guidelines for Registered Training Organisations: Managing the Assessment of Accreditation Applications*. It is available on the internet at: www.otfe.vic.gov.au/provider/accredit/rtoass

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